



A STUDY OF ATTITUDE OF SECONDARY SCHOOL TEACHERS OF TUMKUR DISTRICT TOWARDS COMPUTER ASSISTED INSTRUCTION

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ABSTRACT

For the welfare and the prosperity of the country the training of youth is necessary. The prosperity of the nation depends on student of the schools and colleges. They are the citizens of tomorrow. We are living in an age of science and technology. Recent years have witnessed common use of computers not only in the field of science and technology, commerce and astrology, industries, tourism, transport and planning, but also in the field of learning and teaching. In the present investigation an attempt has been made to study secondary school teachers attitude towards computer assisted instruction. There are many modes of assisting the students to learn in the schools. Therefore the present study has made an attempt to study The attitude of secondary school teachers of tumkur district towards computer assisted instruction. The sample of 450 teachers was selected by random sampling technique from secondary schools of Tumkur Educational District. The data was collected by using the tool "Computer Assisted instruction attitude scale" (CAIAS) which was developed and standardized by Dr. Haseen Taj, Dept. of Education Jnanabharathi, Bangalore. The findings reveal that there was a significant difference in the attitude of male and female teachers of secondary schools towards computer assisted instruction. So it is necessary to provide appropriate instructional materials and techniques and providing them with computer facilities in schools and encouraging male teachers to acquire positive attitude towards computers assisted instruction.

KEYWORDS: Secondary school teachers; Attitude; Computer Assisted; instruction attitude scale.

INTRODUCTION:

The destiny of the nation is now being shaped in classrooms. This will believe no more rhetoric, it is education that determine the level of prosperity welfare and security of the people. It is national system of education that can reach all the people (Education Commission 1964-66).

Education is a process which draws out the best in the individual with the aim of producing well balanced personalities, culturally refined, emotionally stable ethically sound, mentally alert, moral upright, physically strong, socially efficient, spiritually upright, vocationally self sufficient and internationally liberal.

Education is the only media through which everything will be changed to suit the needs of the people. People change their pattern of life, way of thinking and acting on the basis of education they get. Education was influenced by the historical and political development, customs and traditions which helps in the development of the personality of the individual.

Computer is one of the important technological devices used in teaching. It is an effective device in communicating information, changing attitudes and arousing interest in the subject. It can provide immediate individualized feed back.

It is an attempt to create awareness among school teachers about the computer and its uses in teaching-learning process in modern world. So that they make full benefit of information and communication technology in their daily life and in education at every level. Having learned about computer, it is worth to ponder over whether computer can support the classroom communication and help in developing the ability to think in the learner.

VARIABLES OF THE STUDY:

In the present study gender and length of teaching experience were considered as independent variables while attitude of the teachers towards Computer Assisted instruction is considered as dependent variable.

Dependent Variable:

- Attitude of the teachers towards CAI

Independent Variables:

- Gender
- Teaching experience

OBJECTIVES OF THE STUDY:

The objectives listed below were framed for the present study.

- To study the attitude of secondary school teachers towards the computer assisted instruction.
- To study the attitude of male and female teachers of secondary school towards the computer assisted instruction.
- To study the attitude of secondary school teachers with different levels of teaching experience towards computer assisted instructions.

The researcher formulated the following hypotheses by keeping the variables and objectives of the study in mind.

- There is no significant difference in the attitude of male and female teachers of secondary School teachers of Tumkur district towards Computer Assisted Instruction.
- There is no significant difference in the attitude of secondary school teachers with teaching experience of 10 years and teachers with teaching experience between 11-20 years towards computer assisted instruction.
- There is no significant difference in the attitude of secondary school teachers with teaching experience of 10 years and below and teachers with teaching experience of 21 years and above towards computer assisted instruction.
- There is no significant difference in the attitude of secondary school teachers with teaching experience between 11-20 years and teachers with teaching experience of 21 years and above towards computer assisted instruction.

METHODOLOGY:

In this study Descriptive Survey Method was followed by the researcher.

Sample:

In this method the researcher first divides his whole population into different stratum on the basis of certain characteristics and random sample is drawn from each stratum. The stratification of the population makes different small homogeneous groups of the population and simple random sampling technique can be applied to each group to select the required sample to study the attitude of secondary school teachers towards computer assisted instructions. The present study is restricted to secondary school teachers working in Tumkur district. Sample consists of 450 teachers working in Tumkur District.

Table 1: Showing the number of secondary schools selected for the study included government high schools, private aided high schools, and private unaided high schools of Tumkur District: Attempt was made to select equal number of teacher from each stratum

Type of school anagement	Locality			Total
	Urban	Semi-urban	Rural	
Government school	50	50	50	150
Private Aided	50	50	50	150
Private unaided	50	50	50	150
Total	150	150	150	450

Tools of research:

The researcher has used the following tool for the collection of data in the study

"Computer Assisted Instruction Attitude Scale" (CAIAS) which was developed and standardized by Dr. Haseen Taj, Dept. of Education Jnanabharathi, Bangalore.

Statistical Techniques:

The data was analyzed by using the statistical techniques like t-test

Analysis and Interpretation of the Data:

Table 2: Showing Number, Mean, SD, Mean difference Standard error difference and t-value of attitude of Female and Male teachers towards CAI

Gender		N	Mean	S.D.	Mean difference	Std. Error difference	df	t- value
Attitude towards CAI	Female	186	155.01	13.379	2.571	1.259	448	2.057*
	Male	264	152.44	12.822				

*Significant at 0.05 level of significance

t-value reveals that there is a significant difference in the attitude of male and female secondary school teachers towards computer assisted instructions. This shows that Female teachers have more + ve attitude towards computer assisted instruction than male teachers.

Table 3: Showing Number, Mean, SD, Mean difference, Standard error difference, t-value of attitude of teachers with teaching experience of 10 years and below and teaching experience 11 years and above towards CAI

Teaching Experience		N	Mean	S.D.	Mean difference	Std. Error difference	df	t- value
Attitude Towards CAI	Below 10 years	210	154.06	15.195	0.961	1.390	343	0.691 (N.S.)
	Above 11 years	135	153.10	10.610				

N.S. not significant

t – value reveals that there is no significant difference in the attitude of Secondary school Teachers of Tumkur district with Teaching Experience of 10 years and below and Teaching Experience with 11 years and above towards CAI.

Table 4: Showing Number, Mean, S.D., Mean Difference, Standard error difference and t-value of attitude of teachers with 10 years of Teaching experience and below and 21 years of teaching experience and above towards CAI

Teaching Experience		N	Mean	S.D.	Mean difference	Std. Error difference	df	t- value
Attitude towards CAI	Below 10 years	210	154.08	15.195	1.143	1.532	313	0.680 (N.S.)
	Above 21 years	105	152.91	11.441				

N.S. not significant

t – Value reveals that there is no significant difference in the attitude of the Secondary school Teachers of Tumkur district with teaching experience of 10 years and below and Teaching experience with 21 years and above towards CAI.

Table 5: Showing Number, Mean, SD, Mean Difference, Standard error difference and t-value of attitude of teachers with 11 years of teaching experience and above and with teaching experience of 21 years and above towards CAI.

Teaching Experience		N	Mean	S.D.	Mean difference	Std. Error difference	df	t- value
Attitude towards CAI	Above 11 years	136	153.10	10.610	.182	1.442	238	0.127 (N.S.)
	Above 21 years	105	152.91	11.441				

N.S. not significant

t-value reveals that there is No significant difference in the attitude of Secondary school Teachers of Tumkur District with Teaching Experience of 11 years and above and Teaching Experience of 21 years and above towards CAI.

EDUCATIONAL IMPLICATIONS:

1. t-test analysis of data revealed that there was a significant difference in the attitude of male and female teachers of secondary schools towards computer assisted instruction. This clearly implies that the female teachers have more positive attitude towards computer assisted instruction. So it is necessary to provide appropriate instructional materials and techniques and providing them with computer facilities in schools and also male teachers were encouraged to acquire positive attitude towards computers assisted instruction.
2. t-test analysis revealed that the attitude of teachers towards computer assisted instruction does not depend on the teaching experience. Hence, one

should not have assumption that senior teachers with more number of teaching experience have different attitude towards computer assisted instruction.

SUGGESTIONS FOR FURTHER STUDY:

1. The present study was confined to the Tumkur district. Therefore, the study may be undertaken at state and national levels.
2. The study was limited to secondary school teachers of Tumkur district only. Hence, studies may be undertaken including the sample of other teachers.
3. For the present study only a few variables were considered in relation to gender, experience. The same study may be taken including the other variables also.

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